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## **ILS School-wide Inclusive Education policy**

*“Regulations on Educational Process as Per Individual Education Plan at the International School of Linguistics”, 2021 addresses all local legal requirements regarding Inclusive Education and the creation of Individual Educational Plans (IEPs). Policies specific to the IB Program are covered in this addendum.*

### **The purpose of this document is to:**

Explain our philosophy regarding possible Learning Support Requirements (LSR) and Individual Educational Plans (IEPs) of our students;

Describe the practices that ensure that such requirements and needs of our students are identified early, assessed, and provided for;

Describe school practice of recording and reporting on achievement of students with learning support requirements and special educational needs;

Inform the stakeholders about the inclusive assessment arrangements (IAA) available for candidates with assessment access requirement (AAR) during their preparation of work for assessment and in their examinations;

Identify roles and responsibilities of all stakeholders

### **Inclusive Education Policy**

The ILS mission is to create for our students an educational environment that encourages an intelligent, inquisitive approach to learning and a proactive approach to life; that teaches children how to help create a better, safer world; and that fosters love and respect for one’s own culture and history as well as the history and culture of other nations.

In keeping with our slogan “Education for Life”, ILS uses the International Baccalaureate programme as an instrument for students’ cognitive motivation and a means of encouraging them to be responsible, active people with a thirst for knowledge that will carry them successfully through life.

It is important for our graduates to be skilled decision makers and problem solvers, guided by proper personal values, critical, creative thinking, and effective action in a wide range of situations and in cooperation with others and with due care for people’s health and safety. (ILS Mission Statement)

## **How the School understand inclusion**

International Linguistic School is committed to creating a learning environment where all students can feel valued for who they are and can fulfil their developmental potential. We understand and value the fact that all students have varied life experiences and a range of learning styles, strengths and challenges and we strive to offer the students opportunities to explore the possibilities open to them in our school, in our country and in the world, help them identify their long-term goals and guide them in their journey towards these goals.

The ILS community constantly works on identifying and removing barriers that may prevent school community members from realizing their full potential or threaten their sense of well-being and put every effort in meeting their academic, emotional and social needs.

ILS is a private educational institution that enrolls about 430 students ranging in age from 4 to 18 years old, with approximately 100 students in grades 10, 11, 12. Around 70% of students speak Russian as their first language and the remaining 30% are international students. There are very few students to whom English is the first or second language. Students come to ILS from private and state schools and have a wide range of ability levels. Some of the students stay in the school hotel during the school year and go home only for the weekend or on vacation.

In order to increase learning and participation students are placed in groups with similar educational needs, the number of students in each group is kept to a minimum and cannot exceed 15 people. Students' performance is constantly monitored and teachers are encouraged to share whatever concerns they have with the relevant member of the School administration. Personnel who speak the Native languages of our learners are employed in order to help international students adjust to the School environment and better understand their needs and worries.

## **Identifying and assessing students' learning support requirements**

Students in need of support are identified by the subject or language teachers or the class tutors. Parents may wish to indicate that the child has the need for support, whether documented or not, or the student may state that they need a certain form of support. A meeting of the Teachers' Council is then held to develop an Individual Educational Plan (IEP) or learning supports. The Teacher's Council may include the following parties depending on the nature of the support requested:

- the School principal
- the IB DP coordinator
- the School medical consultant
- the School psychologist
- the student's parents
- the student's class tutor and teachers (subject and language)
- the student themselves

## **Removing barriers**

### **Physical**

The School is situated in a nine-story building on several floors. Students usually use the stairs to access the learning spaces they need in the building. However, students may ask permission to use the elevator, which is normally only available to staff. Permission is always given to those who have medical conditions which make it difficult for them to use the stairs.

The School also employs a medical consultant and has a well-equipped medical office, where students who need regular medical treatment can ask for help.

### **Social and emotional**

The school teachers and staff realize that the educational standards and practices at ILS may differ considerably from the environment and the requirements of the educational institutions that students attended previously. For this reason, at the beginning of the school year, students attend a series of meetings with the School principal, the IB DP coordinator, the class advisor and subject teachers where the key points of the School policies are explained. The new students' adjustment and performance are carefully monitored by the subject and language teachers and the class advisor for the first term of the year and, if necessary, changes can be made to the range of subjects studied by the student and the level of language training they receive.

The school psychologist is closely involved in all students' emotional wellbeing at different levels. Firstly, the emotional climate in each grade community is monitored and teachers and students may be given personal recommendations on how the student can enhance their progress and make their communication with teachers and peers more effective. Secondly, the psychologist provides individual support to those students who may need counseling. Thirdly, the psychologist works with different age groups educating them about the emotional changes connected with their growth.

Students who live in the dormitory are assisted by a live-in tutor. The School makes a point of employing staff who can speak the students' native languages so that the students can better explain their needs, ensuring that language does not act as a barrier.

### **Linguistic and educational**

ILS teachers recognize and value students' different learning styles and accept the variety of the students' strengths. They make every effort to differentiate instruction and use various supportive techniques and assessment methods to ensure that all students can learn and demonstrate their progress.

In order to successfully pursue the IB Diploma the students have to possess at least a higher-intermediate level of English and the School assist the student in reaching this level by the beginning of 11<sup>th</sup> grade. Students can gradually build this skill as they progress through Middle School and they can test their ability to study in English throughout their 10<sup>th</sup> grade. If necessary, additional English classes with native and non-native English teachers can be arranged. This experience helps them prepare for the challenges of the IB Diploma Programme in grades 11 and 12.

The students also learn about the key features of the Diploma Programme such as Theory of Knowledge, Creativity, Action, Service and Extended Essay while they are in the 10<sup>th</sup> grade and become prepared for the challenges each of these components may present. Assessment of the students' progress in all subjects they take in the 10<sup>th</sup> grade is made according to the requirements of the Diploma Programme so that the students become accustomed to the 1 -7 assessment scale and the grade descriptions. If students express additional educational needs, they may be provided with a relevant advisor (in Sciences, in the Arts, in sports) to guide them in their pursuit of the area of their interest throughout their DP experience.

The School community are committed to making every effort to remove all possible barriers to learning and create the caring and stimulating environment where students are encouraged to participate in their learning to the best of their ability.

### **Assessment access requirement (AAR)**

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate with special educational needs at a disadvantage by preventing him or her from demonstrating his or her level of attainment, special arrangements may be authorized. The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have learning support requirements. Inclusive assessment arrangements are intended to reduce the adverse effects of a candidate's long-term challenge(s) when demonstrating his or her level of achievement. The arrangements requested for a candidate must not give that candidate an advantage in any evaluation component.

The following is a list of accommodation arrangements that may be granted to candidates with assessment access requirement:

- An aid normally used by the candidate (for example a Braille slate, a hearing aid, a low vision aid, a magnifying aid)
- Appropriate seating arrangement
- Noise buffers
- Writing an exam in an separate room
- Additional time
- Rest periods
- Information and communication technology
- Clarifications by invigilators or designated readers

Scribes  
Readers  
Communicators  
Prompters  
An assistant or a nurse  
Modifications to examination papers  
Audio recordings on examination papers  
Audio recordings of responses to examination papers  
Transcriptions  
Alternative venues for examinations  
Extensions to deadlines  
Assistance with practical work

Exemptions from assessments – exemptions are not normally granted for any assessment component of the Diploma Program. However, if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized.

Some of the inclusive assessment arrangements require authorization from the IB Assessment centre, while others are available at the discretion of the coordinator or School Principal. The Teacher's Council discusses the need and the adequacy of arrangements for each student with learning support requirements, taking into consideration records and reports made by student's teachers and existing expert documentation.

### **Documentation for Inclusive Assessment Arrangements**

For inclusive assessment arrangements that require authorization from the IB Assessment centre the following documentation is requested by the IB:

1. A psychological / psycho-educational / medical report from a psychological or medical service According to the requirements made by the IB all psychological/psycho-educational/medical reports must:

- be legible, on paper with a letterhead, signed and dated
- state the title, name and professional credentials of the person (or persons) who has (have) undertaken the evaluation and diagnosis of the candidate
- state specifically the nature of the learning support requirement, and the tests or techniques used to arrive at the identification
- be consistent with the coordinator's request for assessment arrangements

According to the requirements made by the IB all psychological/psychoeducational reports must also:

be based on the candidate's performance on nationally standardized psychological tests (where available and published, recent editions of standardized tests should be employed)

report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents. Furthermore, it is not mandatory to test in all areas; the assessment may be in line with the candidate's learning support requirements.

A medical or psychological evaluation must have been undertaken no earlier than the previous academic year before the start of the candidate's study of the Diploma Programme. It is not permitted for a relative of the candidate to write or be involved in the writing of the report.

## 2. Deadline for requests for inclusive assessment arrangements:

All requests made by school for inclusive assessment arrangements must be submitted to the IB six months prior to an examination session, that is, November 15th for candidates registering for the May final examinations. Therefore, it is necessary for the candidate (and his parents) to submit required documentation to the school by September 15th. The medical/psychological reports should be congruent with the educational evidence, that is, with the actual student's and teachers' experience in the classroom. The school must obtain consent from the candidate, provided he or she is at the age of consent in their country, or from the candidate's parent(s) or legal guardian(s) for submitting the request for inclusive assessment arrangements.

## **Roles & Responsibilities**

### *Responsibilities of the School*

- to provide a safe learning environment, ensuring that members feel respected, secure, and included
- to provide guidance to students with learning support requirements to help them make informed decisions
- to raise staff awareness of the learning support requirements of our students
- to provide resources for the implementation and continuation of the Inclusion Policy
- to make sure the program is in compliance with laws regarding students with learning support requirements

### *Responsibilities of the Teacher's Council*

- to make information about inclusion and differentiation available
- to provide support to teachers and students as appropriate and needed
- to encourage communication among teachers, and between teachers and students with learning support requirements about learning supports available
- to ensure that assessment accommodations are provided where necessary
- to nurture a culture of collaboration, respect, support and problem solving

### *Responsibilities of the IB Coordinator*

- to work collaboratively with faculty to support students with learning support requirements
- to apply to the IB for students with Assessment access requirement (AAR), disability access, etc.
- to provide examination accommodations as needed and approved by the IB
- to maintain discretion and confidence in providing special education needs services

### *Responsibilities of the Teachers*

- to identify struggling learners and refer the student to the counsellor or IB coordinator as needed
- to implement the appropriate interventions suggested by the Learning Support Board
- to maintain accurate records of students' progress
- to participate in all required training when available
- to maintain discretion and confidentiality in providing special education needs services
- to convey diversity through the use and display of languages, books and images
- to provide opportunities to discuss all forms of diversity
- to help model a community where all members are treated with respect

### *Responsibilities of the Students*

- to be proactive in asking for assistance from the school administrators, faculty, and staff
- to be an active participant in classes and meetings
- to follow IB policies and procedures
- to accept their responsibilities and exercise their rights while respecting other people's rights
- to show empathy for the feelings of others
- to help new students adjust to their new learning environment
- to resolve conflict through dialogue

### *Responsibilities of the Parent*

- to communicate to the school all information and documentation regarding their child's learning support requirements
- to communicate with the school regarding any changes in their child's learning support requirement and special educational needs and any other issues that may affect their learning
- to provide the documentation needed for IBO accommodation requests
- to play an active role in their child's education

**The ILS school-wide Inclusion Policy ““Regulations on Educational Process as Per Individual Education Plan at the International School of Linguistics”” was last ratified**

**9 September, 2021.**

**This IB Inclusion Policy was last reviewed and updated November, 2022.**

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